**TECHNOLOGY INTEGRATION FOR MEANINGFUL CLASSROOM USE**

**Daily Lesson GAME Plan-Plan B – Lessons for day 2, 3 & 4**

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| Lesson Title: **Are you what you eat?** | | Related Lessons: **Health, Reading, Science** | |
| Grade Level: **First** | | Unit:**Health Children Unit** | |
| GOALS | | | |
| Content Standards: **TN health Standard 1: The student will demonstrate the ability to implement decision making and goal setting skills to promote his/her personal health and wellness, thereby enhancing quality of life for himself/herself and those around him/her. Standard 5: The student will understand the relationship of nutrition to healthy living. The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information. TN Science Standard 0107.T/E.1 Explain how simple tools are used to extend the senses, make life easier and solve everyday problems.** **TN Reading Standard 1.1.09 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.** | | | |
| ISTE NETS-S   |  |  | | --- | --- | | \_ X\_ Creativity and innovation | \_X\_\_ Critical thinking, problem solving, & decision making | | \_X\_ Communication and collaboration | \_ X\_\_ Digital citizenship | | \_ X\_ Research and information fluency | \_\_X\_ Technology operations and concepts | | | | |
| Instructional Objectives:  **The students will explore printed media to locate data needed for their project. The students will collaboratively complete a KWL chart with the aide on what they know about nutrition for later transformation to the electronic KWL chart. Students will be able to list the better food choices for a healthy body. Students will then be able to make a menu for a fictitious restaurant that contains good food choices from each of the areas of the Food Pyramid.** **The students will create a healthy kid book to share with siblings and parents.** | | | |
| ACTION | | | |
| Before-Class Preparation:  **Teacher will assign students to 4 different groups. Because computers are limited the students will take turns daily on the computers. They will use computers 2 days to do their research. Teacher will have explicit instructions for each group to follow. The Groups will be A, B, C, & D which will work like centers because the students know what is expected of them in centers.** | | | |
| DURING CLASS | | | |
| Time  **30 minutes**  **daily**  **plus additional**  **30 minutes keyboarding lab** | Instructional Activities  **Each day the students will rotate centers so that they all will get the data needed to complete their project.**  The teacher, teacher aide and media specialist will go over rules and instructions on what is to be done at each center. The teachers will then supervise to ensure students stay on task and complete their work.  Center 1 – These students will be exploring printed material on the five food groups and websites on the internet on classroom computers.  Keyboarding lab – Day 2 & 3  Center 2- These will be creating manual KWL chart with the aide.  Keyboarding lab – Day 3 & 4  Center3 – These students will be gathering data in the keyboarding lab from three websites based on what they like to eat.  Keyboarding lab – Day 2 & 3  Center 4 - students will be reading articles using the overhead projector and smart board from my computer. Students will complete mind maps in their health kid book on what they learned.  Keyboarding lab – Day 3 & 4  **Groups will change centers based on the class schedule.** | | Computers  Websites listed on the PBL wiki under resources  Paper  Supplies  Articles  Pictures of foods and people exercising or not exercising  Construction paper  Glue  Scissors |
| Notes:  **Students’ responses will be posted on the KWL chart. In their healthy body books. This is an extensive health unit and the students will be recording what they have learned on a daily basis in a variety of places.** | | | |
| MONITOR | | | |
| Opening Assessment(s):  **Students will complete a KWL chart With data collected. Teacher will monitor students as they work to ensure that they are on task and understand the assignment. Teacher, teacher aide and media specialist will walk around answering any questions or problems that may arise.** | | | |
| Accommodations and Extensions:  **ELL (English Language Learners) students will be teamed up with a peer to complete the venn diagram. Slower students will have additional time to complete their venn diagram as needed. Written instructions will be provided for those that need it.** | | | |
| Back-up Plan:  **We will work on in class projects if the internet goes down. I will have copies of the articles that they need to read along with other things need so when the internet is back up they can work on their projects. I also will work on other subjects changing the schedule if needed. I would just be flexible!** | | | |
| EVALUATION | | | |
| Lesson Reflections and Notes:  Teacher, teacher aid and media specialist will continuously guide, answer questions, offer suggestions, and encourage students as they continue working on project. Students will have a self-check list to monitor and self-direct their learning during and after lesson. Students will be evaluated based on the project rubrics that were distributed to the students to use as a check list. | | | |

Cennamo, K., Ross, J., & Ertmer, P. (2010). Technology integration for meaningful classroom use: A standards-based approach. Belmont, CA: Wadsworth, Cengage Learning. (p. 130).